


Design, Implement, and Evaluate a Reading Period in Middle School



Presented by:
Dr. Anne Carcara, Principal
Ann Northcutt, Curriculum Resource
Sharon Lundquist, Media Specialist
Southwest Middle School
8450 Dr. Phillips Blvd.
Orlando, Florida 32819
Orange County Public Schools

Objective

When you leave this session you will have seen an overview of the philosophy, the planning, the implementation, and the results of a successful school-wide reading period.

Design, Implement, and Evaluate a Reading Period in Middle School

Presented by: Dr. Anne Carcara
Ann Northcutt
Sharon Lundquist

Southwest Middle School
Orange County Public Schools
Orlando, Florida

IRA Positions on reading instruction

Adolescent Literacy: A position statement for the Commission on Adolescent Literacy of the International Reading Association

Principle 2- Adolescents deserve instruction that builds both the skill and the desire to read increasingly complex materials.

Principle 3- Adolescents deserve assessment that shows their strengths as well as their needs and that guides teachers to design instruction that will best help them grow as readers.

Principle 4- Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.

Florida Testing

FCAT – Florida Comprehensive Achievement Test

• **Reading grades 3-10 (graduation requirement)**

Multiple Choice, Short Response, Extended Response

• **Mathematics grades 3-10**

Multiple Choice, Gridded Response, Short Response, Extended Response

• **Science grades 5, 8, and 11**

Multiple Choice, Gridded Response, Short Response, Extended Response

• **Writing grades 4, 8, 10 (graduation requirement)**

Florida Testing

• **Students are ranked Level 1 – Level 5, with Level 5 being the highest.**

• **Schools are graded according to students' FCAT results and learning gains.**

• **Teachers with high student learning gains receive a bonus.**

Our School Grade

School Accountability Report – FCAT 2007

	Reading	Math	Writing	Science	Total
%Meeting Standards	81	81	95	71	
% Making Learning Gains	66	79			
Progress of Lowest 25%	69	73			
Total Grade Points Earned	216	233	95	71	615

A = 826 and higher B = 496-824 C = 435-494 D = 395-434 F = Less than 395

School Demographics

Population	1250
White	55%
Black	39%
Hispanic	11%
Asian/Pacific Islander	11%
Multiracial/Ethnic	2%
Free/Reduced Lunch	28%
ELL	14%
SLD	8%
Gifted	11%

Why start a reading period?

- To address the needs of all students regarding reading strategies
- Requirement of all teachers in our school system to teach reading strategies in all content areas
- Our solution- implement a twenty-five minute reading strategies period called Sea Lion Time
- The hope is that the strategies teachers learn will extend into their content areas.

Selection of the Literacy Council Members
Step One

Selection Process

- Teacher Leaders- selected by principal in May 2003
- Worker Bees
- Those who could bring ideas, "best practices" to the group
- Not afraid to disagree with the principal
- Dedicate some time in the summer to plan and write lessons

Training of the Literacy Council Members
Step Two

Staff Development

•Literacy Council members attended the FLaRE four day Summer Institute (July 2003)

FLaRE – Florida Literacy and Reading Excellence

A Project of the Florida Department of Education

•Members continuously attend county trainings and conferences such as IRA

Planning Phase Step Three

Initial Planning

•We introduced a twenty minute school wide silent reading period on Wednesdays following first period. (August-December 2003)

•During these four months, the Literacy Council met after school to brainstorm ideas for Wednesday reading lessons which would begin January 2004.

Initial Planning

- Name the program – Sea Lion Time
- How to incorporate it into the school day – has changed through the years
- Members chose subgroups to work in
- Lessons for all students – has changed through the years
- Lessons everyday **-nothing interrupts the reading period!**

Questions and Needs to Address When Planning

What materials or programs can help us?

What do we need?

Invite local book and program representative

Literacy Council meetings

Preview materials

Purchase appropriate materials and decide on funding

Planning

The Literacy Council met monthly the first year.

Each month a subgroup would present their Wednesday reading lesson plans to the council to edit and approve for the students.

That group was then responsible for training teachers, making the copies, and delivering the materials to the teachers.

Our very first lesson for January was titled "A Blast From the Past".

Blast to the Past

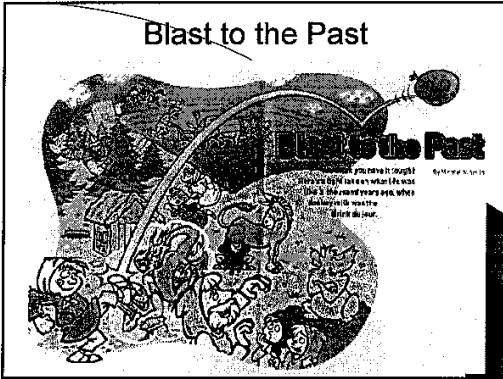
•The idea behind this lesson was to get the teachers to buy in to our new reading strategies program.

•Then we needed to make sure the students were interested in what we were presenting.

•The focus of this lesson was for the students to realize the importance of making a connection with the text.

•Another focus of this lesson was to teach the students the importance of making predictions.

Blast to the Past



Analyze Student Data
and Define Problems

Step Four

Study the Data-Then

What area needs the most improvement?

During our first meeting, tallies were put on the board for the strands which we felt were most difficult for the students.

Study the Data- Now

- Now, our state provides disaggregated data from our state test which makes this task much easier.
- Benchmark testing is a county product which measures student mastery of the Sunshine State Standards and is used as a predictor for FCAT.

Our Data

OC PS
FCAT SSS Reading Analysis by Grade Level
 Orange County Public Schools Information Technology Online Data Access

Grade Level of: **Southwest Middle** Area: **Southwest** Range: **1**

ESS	LSP	Att %	Scale Score	Der. Score	Low %	Info %	Lit %	Wrd %	Main Idea	Compos	Reading
SLD		100	878	0	26	38	10	40	11	28	
SLD	1490	1	820	58	0	15	14	26	0	15	26
SLD		100	838	0	38	18	40	16	38	0	
SLD		100	818	0	21	14	38	20	13	0	
SLD		100	1,050	0	34	18	0	30	80	41	
SLD		100	1,127	0	28	26	30	34	18	30	
SLD		100	1,178	0	35	24	30	24	80	38	
SLD		100	1,190	0	21	32	20	30	88	28	
SLD		100	1,171	0	17	20	10	16	82	21	

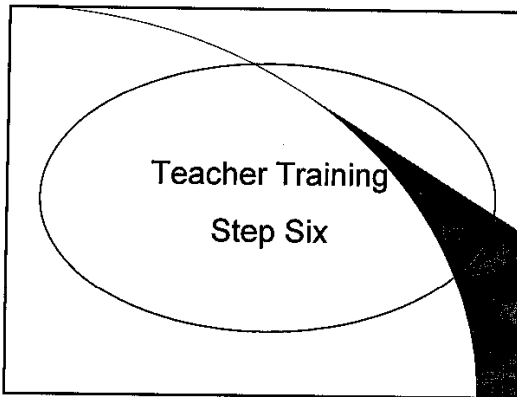
Write, Edit, and Assemble Materials
Step Five

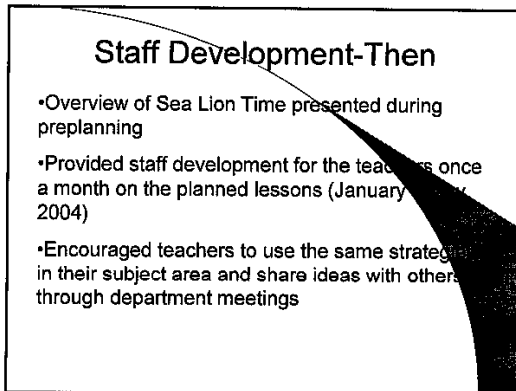
Writing & Editing Lesson Plans

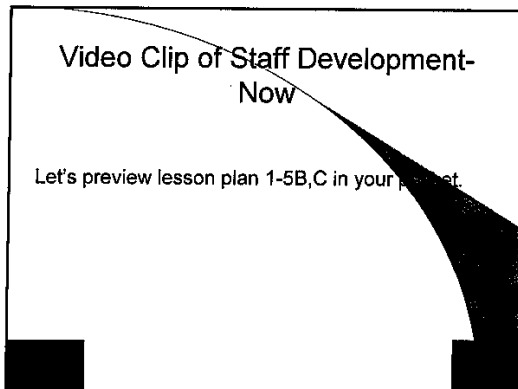
- Members select plans to write.
- We then find our resources.
- Plans are written to fit into the given time period, whether one or two days.
- Revising occurs when the council meets, usually during summer.
- Editing takes a long time. We tear through all the lessons one at a time.

Assembling materials

- Can be very time-consuming.
- Originally, sent out to our county printing service. We still had to count out copies for teachers.
- Now, we use students to count out copies for teachers.








Study FCAT Results and Revise Step Seven

Continue Planning and Improving

After state testing is completed and the results are in, we begin to plan for next school year.

1. Evaluate what was successful and what was not.
2. Ask for teacher evaluation and input.
3. Study the new data.
4. Set up a calendar for the summer.



Teacher Evaluation

Lesson and Materials Evaluation
Please respond to the following items so the Literacy Council members can revise and edit lessons. Circle from 1 to 5, with 5 being the highest/best. Thank you.

Date: _____

Title of Lesson: _____

	1	2	3	4	5	Comments (optional)
1. Did the lesson plan provide you with the necessary knowledge?						
2. Were the materials adequate for the lesson to proceed?						
3. In your best professional opinion, was the lesson at the correct learning level of your students?						
4. How was the timing of the lesson?						
5. Were all or most of the students engaged in reading and responding?						
6. Overall, did the lesson accomplish its goal of providing specific skill practice in reading?						

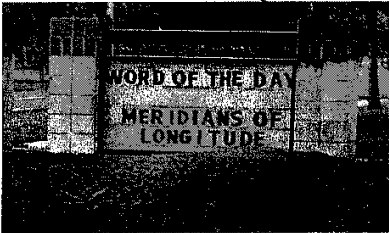
Please return this to Ann Norbert's box.

Our current Sea Lion Time looks much different than it did four years ago.

Sea Lion Time
Some things remain the same

- Word of the Day-This began prior to the initiation of Sea Lion Time
- Students copy WOD and definition in the last column on their planner at the start of first period
- Character Education WOD Monday
- Word of the Day review game before each WOD quiz
- A WOD quiz occurs every third Wednesday (graded and entered into the gradebook)

Word of the Day



Word of the Day

MONDAY
 Today's word is self-discipline.
 Definition: to set goals and establish criteria in order to achieve your goals.
 Example: Accepting the habit of being on time in class requires self-discipline.

TUESDAY
 Today's word is sentence fluency.
 Definition: writing that is smooth, natural, and easy to read.
 Example: Varying sentence length is one way to improve sentence fluency.

WEDNESDAY
 Today's word is conventions.
 Definition: the standard rules of spelling, grammar, word usage, capitalization, and punctuation.
 Example: It is important for writers to use editing conventions properly and to spend time editing their work.

THURSDAY
 Today's word is hooks.
 Definition: a word or phrase that grabs a reader's attention in introductory paragraphs; a hook is also referred to as "grabber."
 Example: A good hook may take the form of a question, quote a famous line, show an interesting fact or statistic, or tell a brief story.

FRIDAY
 Today's word is character: sentence.
 Definition: a concluding sentence in a paragraph or essay that emphasizes the main idea.
 Example: Ending with a clincher sentence is an effective way to ensure that the reader sees the overall point of the writing.

Now

Sea Lion Time is a daily twenty-five minute period.

- Word of the Day
- Common lesson plan format on CD
- Students receive a grade
- Students are ability grouped by achievement levels and area of weakness
- Character Education lessons on Monday
- Reading strategies Tuesday through Thursday
- Planner check and class novel on Friday

Character Education

- Our guidance counselors write the character education lessons.
- There is still an emphasis on reading strategies.
- Preview lesson 1-5A in your packet.

Sea Lion Time
Reading Strategies Lessons

- There are "target lessons" every two weeks to help the students in their weak area.
- The target areas are: main idea, reference research, comparisons, and word/phrases.
- Practice informational readings through science and social studies selections

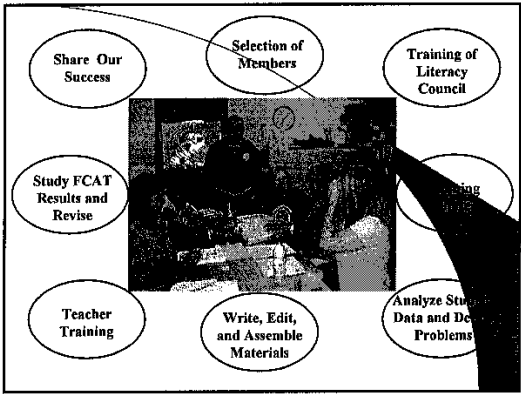
Sea Lion Time
Friday

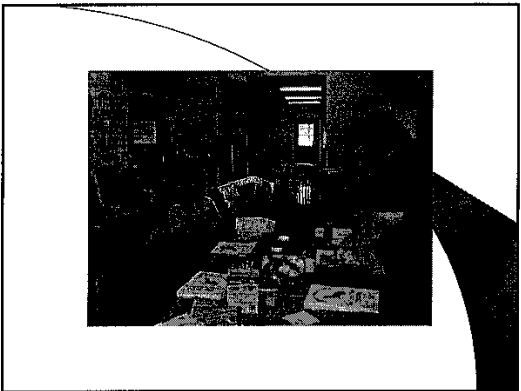
- Planner check- all students are required to fill in their planner every day for Sea Lion Time, Language Arts, Mathematics, Science, Social Studies, and WOD. They are given a grade for this every Friday.
- Class novel
 - Introduction
 - Read and discuss
 - Character logs

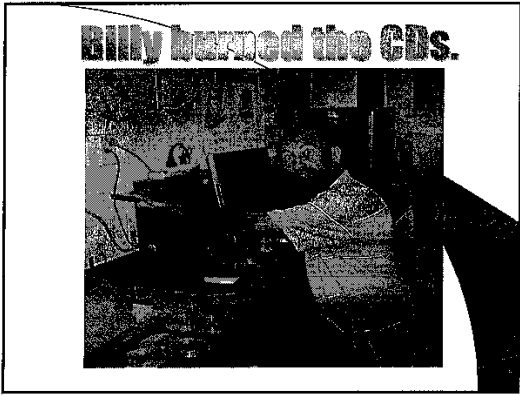
Share Our Success
Step Eight

Share Our Success

- Dr. Carcara presented at a county principals' meeting
- All other middle schools have implemented a similar program.
- We are one of the top three schools in our district in reading.
- Also, we are one of the higher performing middle schools in Florida.







January 14, 2004

Blast to the Past: Lesson One: Connecting and Predicting

Materials Needed for Today's Lesson:

1. Color transparency of "Blast to the Past" picture.
2. Overhead projector
3. Student folders containing copy of "Blast to the Past" article.

Part One: Connecting to the Text

To the Teacher:

Do not pass out the article to the students. Begin by explaining the concept of "connection" and then show students the color transparency from the article "Blast to the Past." Explain to the student the importance of making a connection with the text they are about to read.

Before students begin to read any type of text, it is important that they make a connection with the text. In other words, something in the student's brain must link to what they are reading; otherwise, the student is simply reading words and the words don't have a place to connect and make sense in the student's mind. One way to encourage students to connect with their reading is to encourage them to be curious.

Show students the overhead transparency of the picture from "Blast to the Past." Now instruct students to take a minute to study the picture. Copy the following statements onto the board and ask students to respond in writing to at least two.

1. This picture reminds me of.....
2. If I were in this picture, I would be.....
3. If I wrote a caption for this picture, it would say....
4. I wonder why.....

As time allows, invite students to share their responses.

Part 2: Predicting

Now you are going to teach students the importance of making predictions before reading text.

Predictions help heighten student's interest before and during the reading activity.

Pass out the article, "Blast to the Past." Copy the following statements onto the board and instruct students to respond to at least two.

1. Based on the title and the headings, I think this is going to be about.....
2. Based on the picture, I think this article is going to be about....
3. List the items that help you identify the time period in which this story takes place.
4. Name five things in the picture that you might see in your neighborhood. Name five things that you would not see in your neighborhood.

Invite a few students to share their predictions with the class.

January 21, 2004

Blast to the Past, Visualizing and Questioning Part 1

Materials Needed for Today's Lesson:

1. Student Folders containing copy of "Blast to the Past."
2. Overhead Projector
3. Overhead Transparency
4. Loose-leaf paper for foldable; one per student

To The Teacher:

This morning you are going to teach students to focus on visualization. Before you begin the lesson, you are going to show your students how to make a "foldable." Students will use their foldable to draw pictures as they read.

Remind students that good readers ask questions as they read.

Visualization is the process of making pictures in your mind while you are reading. To encourage students to focus on the text, ask them to keep an inventory of the pictures that are in their mind as they are reading. Questioning is also an important reading strategy.

Make the Foldable: Before you begin reading the article with your students, you will need to show them how to make an 8-Part Foldable Graphic Organizer to record their visualizations. Instruct students to take out a sheet of loose leaf paper and fold it from top to bottom. Then fold the paper in half from side to side, and finally, fold the paper again from top to bottom. Your paper should now be divided into 8 squares. Hold the paper so that the holes are at the top. Now begin numbering the boxes, 1-8. The box on the top left is marked #1, and all remaining boxes are numbered in sequence, ending with #8 on the bottom right square.

Begin reading the first paragraph of the article aloud to the class while students read along. Stop at the heading, "toilet holes and moss." Uncover the overhead, and instruct students to reflect upon the reading by completing the following activities:

1. In box #1, sketch one picture that you imagined while reading this section.
2. In that same box, below the sketch, write one question that you had while reading this section.

As time allows, invite students to explain their drawings and ask their questions.

Repeat this activity for sections 2, 3, and 4. Stop reading after the section titled, "Let's Toss Around the Old Pig Bladder." At this point, students should have drawn 4 sketches and written 4 questions. If time remains, allow for discussion. Before reading time ends, instruct students to put their foldable inside their folder. Collect the folders. Students will finish reading the article and complete the foldable next Wednesday.

January 28, 2004

**Lesson 3, Blast to the Past, Visualizing and Questioning
Part 2**

Materials Needed for Today's Lesson:

1. Student Folders containing copy of "Blast to the Past."
2. Overhead Projector
3. Overhead Transparency

To The Teacher:

Remind students that visualization and questioning are important skills that help increase comprehension. Instruct students to review the foldable they began last Wednesday. Take a minute to summarize last week's reading, and answer any questions they might have. Encourage students to continue to focus on the text and to keep an inventory of the pictures that are in their mind as they are reading.

Now continue to read aloud the remainder of the article. Begin reading the section, "If You Can Read This, You're Too Modern." Stop before the heading, "Home Shopping Network." Instruct students to:


1. In box #5, sketch one picture that you imagined while reading this section.
2. In that same box, below the sketch, write one question that you had while reading this section.

Repeat this activity as you continue to read the remainder of the article, pausing to fill in boxes 6, 7, and 8. When you have finished reading the article with the students, the foldable should have 8 pictures and 8 questions.

Reflection:

After students have finished reading the article, instruct students to look back over their foldable. Invite students to share their foldable with the class. As time permits, encourage discussion with the following questions:

1. Look over your foldable. What questions have not been answered?
2. Which of your drawings do you like best?
3. Would you have liked to live in medieval times?
4. Which part of the article was the most interesting?



Blast to the Past

**You think you have it tough?
Here's a light take on what life was
like a thousand years ago, when
donkey milk was the
drink du jour.**

By Michael N. Smith

Let's say you're 12 years old. You wake up at daybreak to a rooster's crow, jump into your woolen sack tunic and leggings, and grab a quick breakfast of donkey milk. Stepping outside, you help your father harness the oxen to furrow the earth on your family farm with an iron wheel.

Leading the oxen, you and dad plow, and plow, and plow some more until your mom calls you both in for a dinner of vegetable gruel and hard bread.

Such was the life of an ordinary 12-year-old living in Western Europe in the year 1001. So as we enter the 21st-century, take a look back and see what a difference 365,000 days make!

Toilet Holes and Moss T.P.

In the year 1001, the average kid's house was located on a small plot of land often owned by a wealthy lord. The floor was covered with straw that was crawling with insects. In the summer, the rank odor of sheep, cow, and horse dung dominated the home. It didn't help that farm animals such as pigs lived inside the house!

The bathroom was the pits—literally. It was a hole dug outside near the back of the house, and moss, grass, and leaves were used as toilet paper. No one actually took a bath there. Streams and ponds served as bathtubs during



Pickled pork and pig's blood sausage—but NO broccoli!

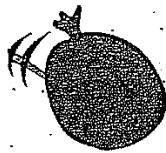
warm weather. During winter, water for bathing was heated over the fire.

Do You Drool for Gruel?

Kids often dined on hard bread baked the week earlier and vegetable porridge, a soupy, oatmeal-like concoction. Forks weren't popular for another 600 years, so everyone chowed down with their hands.

Chicken and beef were luxuries, so kids ate pickled pork. On special occasions, mom would make a tasty sausage treat. Its main ingredient: pig's blood.

But lucky medieval kids didn't have to eat spinach, broccoli, and brussels sprouts. Those veggies wouldn't appear in Europe for several hundred years. On the menu instead were peas, beans, and cabbage.



Let's Toss Around the Old Pig Bladder

Sports-minded peasant boys played their own version of football with an inflated pig bladder. Girls engaged in footraces.

The medieval versions of TV, CDs, and Internet entertainment

were storytelling and singing. Adults told kids tales of heroic warriors slaying dragons to protect villagers.

If You Can Read This, You're Too Modern

Kids didn't go to school, so most people never learned to read or write. Instead, they memorized and recited long, complicated folk poems taught by their elders.

Though poems taught kids about history and culture, other bits of information may have been better left *untaught*, like the idea that infection was caused by evil spirits firing invisible darts at the body. Of course, you couldn't blame the adults—with little scientific knowledge, medieval folks explained things the only way they knew how.

Home Shopping Network

Shopping malls? They're a distant dream. So mom made woolen tunics for kids to wear all year long.

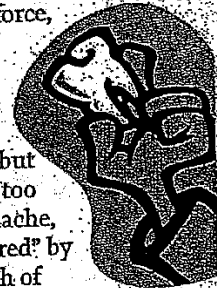
Medieval villagers may not have had much by today's standards, but most people didn't think about stealing. There were no prisons, so wealthy thieves and murderers

could pay a fine to get out of trouble. The alternative for the rest? Whipping, branding, head-shaving, or hanging to death.

Touch a Dead Man's Tooth and Call Me in the Morning

Almost all families lived in villages, often near dense forests full of firewood and berries. And though wild animals and outlaws lurked in the forest, the villagers hid there from pillaging Vikings. Without a police force, villagers were on their own.

Villagers were also without doctors and dentists, but they didn't worry too much. For a toothache, they could be "cured" by touching the tooth of a dead man. (If it didn't work, the live person's tooth could always be pulled.) And using the boiled-down fat of a recently dead criminal would cure just about any ailment.



Hitched by 14, History by 40

By her early teens, a girl from the noble class was married, often to a much older man.

A peasant girl didn't get hitched until she was older. But if she were still single by her mid-20s, she could always become a spinning wheel operator. (Guess where the word "spinster" comes from!) Then she'd have time for a nice long career—if she were lucky enough to live to 40!

Yep, life was short back in the year 1001. But who says it wasn't sweet, as well? After all, a strong sense of family and hardly any crime are things we could all use a little more of.

And of course, no school or spinach would be nice, too!

Date(s) of Lesson	Reading Skill	Benchmark	Accommodation	Literacy Ref. #
September 20, 2007	Reading a History Textbook	LA.A.1.3.1		1-5D

Reading Lesson

Lesson Title:
Reading a history or social studies textbook



Quick note to teacher:
Students will read a lesson called "Indian Wars" from an American history textbook. This lesson will help students to read history, use the strategy of note-taking, and see the way history textbooks are often organized.

SEA LION Time

Southwest Excels at Literacy in our Neighborhood
Prepared by Derinda Henning

Materials:

Reader's Handbook, pages 66-73
Image – RH pg. 69
Image – RH pg. 70
Paper
Pen or pencil

About this reading skill:

History and social studies textbooks provide built-in structure to support students' learning. Many students do not know how to recognize and use the structure of their textbooks. The goal of this lesson is to familiarize students with some of the structural clues embedded in their textbooks along with how to apply before, during, and after reading steps to a history text.

Notes for the Teacher regarding this lesson (Include questions if needed):

It is important to help students set clear purposes for reading. Setting a purpose helps students become more independent learners. You can almost always set a purpose by just asking *who*, *what*, *where*, *when*, or *why*.
Have students place all work in their blue folder.

Directions for the student:

Explain to students that it is easy to get lost in a textbook, mostly because there is so much information on every page. There are charts, graphs, different types of text, art, diagrams, tables, and so on. Although the graphics in textbooks are helpful, they can make a page seem intimidating.

When students take time to examine headings, subheadings, and art, they will feel more oriented when actually reading the page. Previewing can help organize thoughts and notes. Remind students that previewing can help sharpen their ability to make predictions as they read.

Read the following before students begin previewing the passage:

"Movie theaters often run previews before the featured film—short "clips" that tell you about

coming attractions. Imagine if these previews showed almost the entire movie. Not only would you be at the theater for hours, but it would take away the fun of seeing the films. A preview usually gives you just enough information to get you interested in the movie without giving away all the details.”

Just as a coming attraction gives you a glimpse of a new movie, a preview of a textbook chapter can tell you what to expect without revealing everything that’s in the chapter. Previewing is not reading the whole chapter. Instead, it’s taking a little time to get to know the subject and to try to figure out what you should look for as you read. Here are some previewing tips:

- Read the title first.
- Read headings and subheadings.
- Look at photos, illustration and other graphics.
- Read all the photo and illustration captions.

Call on volunteer students to read aloud page 66 of the handbook.

Before reading “Indian Wars,” ask students to set a purpose for their reading. Help students understand that when they set a purpose, such as to acquire information about an event in the past, they become actively involved in their reading. Use the 5 W’s questions on page 67 as *Setting a Purpose* questions.

Ask students to preview the “Indian Wars” excerpt to get an overview of the subject matter. Familiarize students with the Preview Checklist on page 68. Then go over what to preview using Images #1 and #2.

Point out each item in the Preview Checklist. Encourage students to skim the page to find repeated words or bold face type.

Point out that the annotations in the margin are color-coded, so students can match the annotation with the appropriate bit of highlighted text.

Ask students the following questions:

1. What did you learn from your preview?
2. Were there any surprises?
3. Who can answer the 5W’s?
4. What are some possible plans you can use to gather information?
5. How can these plans help you?

Possible Follow up Discussion/Wrap up or Review:

Read “Indian Wars.”

While reading students record information in various types of note-taking formats. (See pages 75-76 for description of various types of note-taking formats.)

Extension Ideas:

After reading, students should consider whether they understand what they have read. Review their original purpose for reading this text.

- Can I answer the *who*, *what*, *when*, *where*, and *why* questions?
- Can I summarize 2-3 important ideas in my own words?
- Do my notes cover the whole chapter, and do I understand them?

PREVIEW

Title and
section
guide

2 Indian Wars

SECTION GUIDE

Main Idea

As settlers poured onto their lands, the Plains Indians fought to maintain their way of life.

Goals

As you read, look for answers to these questions:

- 1 What caused conflicts between Plains Indians and white settlers?
- 2 What was the outcome of conflicts between white settlers and Indians?
- 3 What new policy toward Indians did the U.S. government adopt?

Key Terms

reservation
Battle of Little Bighorn
Wounded Knee Massacre
assimilation
Dawes Act

CHIEF CRAZY HORSE spoke for the Indians of the Great Plains when he said the following:

“We did not ask you white men to come here. The Great Spirit gave us this country as a home. You had yours. We did not interfere with you. . . . But you have come here; you are taking my land from me.”

Government Policy

the Plains Indians lived and hunted from southwestern Canada to northern Mexico and from the Mississippi to the Rocky Mountains. Beginning in the 1840s, white settlers passed through the Plains to reach the West Coast. The U.S. government asked the Plains Indians to let settlers through safely. It also asked the Indians to limit their hunting to certain areas. Yet the great herds of buffalo, on which the Indians depended, obeyed no such limits. To maintain their way of life, the Indians had to be free to follow the buffalo.

the federal government changed its policy. It began to set aside **reservations**, special areas used by a specific group. In return for agreeing to live on these reservations, the Indians were told that the land would be theirs forever. They were also promised food, money, and other help. Over the years, several treaties were signed, placing Indians on reservations.

Clash of Cultures

The Plains Indians and the white settlers who moved onto the Plains looked at the world in different ways. From the settlers' point of view, the resources of the West were there to be used. Getting at those

PREVIEW

First
paragraph

PREVIEW

Heading

Textbook

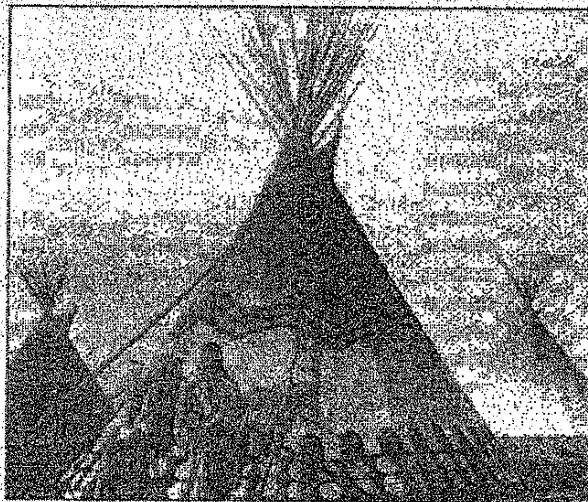
TIME

Time
order

PREVIEW

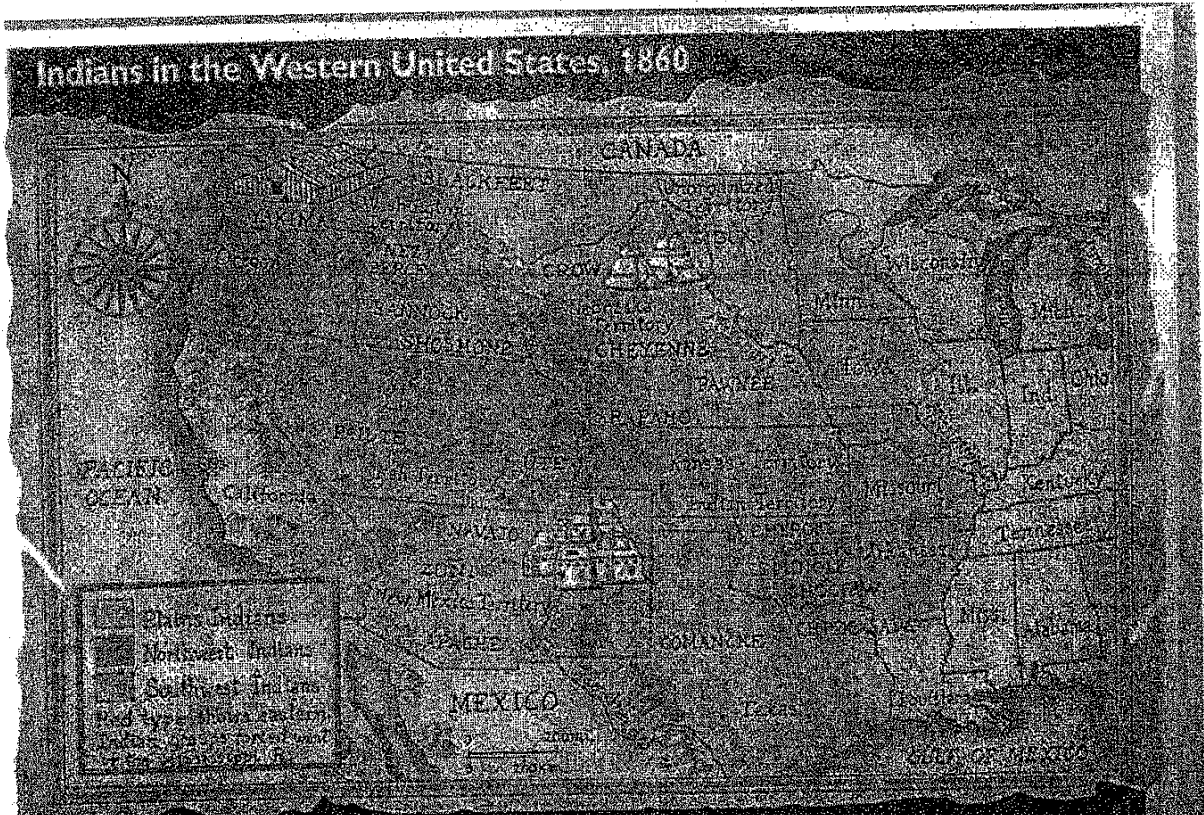
Heading

This photograph of a Blackfoot Indian camp in Montana was taken in 1900. Even after they were forced off most of their lands, the Plains Indians struggled to maintain their way of life.



PREVIEW

Photo
and
caption



GEOGRAPHY SKILLS: By 1860 American Indians had been forced off their lands in most of California and east of the Mississippi River. **Critical Thinking:** Which groups had been forced westward? How might their westward movement have affected those Indians who already lived on the Plains?

Geographic order

resources meant mining, lumbering, hunting, and farming, all on a large scale.

The Plains Indians, in contrast, made use of animal or plant life only for their actual needs. They saw the settlers who cut down the forests, killed the buffalo, and dug up the land for gold as greedy and destructive.

Heading

Fighting Begins

Treaties between the United States and the Indians were being broken by both sides. Some settlers continued to pass through areas where they were not allowed. Some Indians raided white settlements and wagon trains.

A band of Colorado state militia attacked Cheyenne and Arapaho Indians who had gathered at a camp on Sand Creek. The Indians had thought they were under the protection of a nearby government outpost. More than a hundred Indians, including women and children, were slaughtered in what became known as the Sand Creek Massacre.

In Montana a chief named Red Cloud had led the Oglala Sioux in resisting settlement of Sioux lands. His warriors followed and then attacked trains of settlers and construction parties. A U.S. Army officer, Captain W. J. Fetterman, was killed.

Repeated

Date(s) of Lesson	Reading Skill	Benchmark	Accommodation	Literacy Ref. #
September 18-19, 2007	Context Clues	L.A.A.1.3.2		1-5 B,C word

Reading Lesson

Lesson Title:
Understanding Types of
Context Clues: Examples &
Explanations



Quick note to teacher:

This is a two-day lesson.

Each answer on Wednesday's student practice handout is worth one point each (23pts.).

SEA LION Time

Southwest Excels at Literacy in our Neighborhood
Prepared by Wendy Ruff

Materials:

Types of Context Clues reference chart (Image 1-5BC)
Context clue PowerPoint for sample "Example" and "Explanation" sentences (PP 1-5B)
Context clue handout for student practice (Handout 1-5C)
Blue folder
Pencil or pen

About this reading skill:

Students will review and practice how to determine the meaning of unknown words by using the context.

Notes for the Teacher regarding this lesson (Include questions if needed):

Tuesday:

- Using the Types of Context Clues reference chart (Image 1-5BC), review the first two clue types only (Example and Explanation) with the students.
- Display the PowerPoint (PP1-5B) and together with your students, discuss and answer the eight multiple choice sample questions.

Wednesday:

- Have students practice yesterday's skills on their own by answering the multiple choice questions on Handout 1-5C.
- Grade and review answers as a class.

Answer Key for Handout 1-5C: "Example" Sentences

1=D, 2=C, 3=C, 4=A, 5=D, 6=A, 7=A, 8=B, 9=C, 10=C, 11=C

Answer Key for Handout 1-5C: "Explanations"

1=C, 2=D, 3=C, 4=C, 5=B, 6=A, 7=A, 8=B, 9=A, 10=C, 11=D, 12= B

- Place students' graded work in their blue folder.

Directions for the student:

Tuesday and Wednesday:

1. Refer to Image 1-5BC and review the definition of context clues and the first two types of context clues with your teacher.
2. Follow along on the PowerPoint (PP1-5B) and actively participate as your teacher models the technique for discovering the meaning of new words using context clues.
3. Practice this skill on your own by answering the multiple choice questions on Handout 1-5C.

Types of Context Clues

Clue Type	Definition	Example	Rationale
Example	An unfamiliar word as an example of a familiar word.	At the show we saw magicians, <i>ventriloquists</i> , and other performers.	In this sentence, you can tell that a <i>ventriloquist</i> is a kind of performer in a show.
Explanation	A word or phrase's meaning is explained immediately after its use.	<i>Big & Tall</i> , which is a store that sells men's clothing, is becoming very popular.	The phrase "which is a store that sells men's clothing" reveals what <i>Big & Tall</i> is.
Synonym	Another word or phrase with the same or a similar meaning is used.	The <i>dromedary</i> , commonly called a camel, stores fat in its hump.	The author gives the reader a choice between using the difficult word (<i>dromedary</i>) or a synonym (<i>camel</i>), a word with the same or similar meaning.
Antonym	Phrases or words that indicate opposite	Unlike his quiet and low key family, Brad is <i>garrulous</i> .	In this sentence, the word "unlike" reveals the opposite of the definition of the difficult word.
Comparison	An unfamiliar word is used in a comparison with a familiar word. Your knowledge of the familiar word may unlock the meaning of the new one.	The <i>thatch</i> in the roof was as likely to burn as any other straw.	Your knowledge of the familiar word may unlock the meaning of the new one. In this sentence, the sentence compares two materials, <i>thatch</i> and straw. The words "as likely as any other straw" show that <i>thatch</i> is straw.
Contrast	A new word is different from the known word.	At night the street was <i>pacific</i> , unlike the crowded, noisy chaos it was during the day.	In this contrast, the word <i>pacific</i> is opposed to <i>crowded</i> , <i>noisy</i> and <i>chaotic</i> . From this, you can guess that it means "peaceful."

Date(s) of Lesson	Reading Skill	Benchmark	Accommodation	Literacy Ref. #
September 17, 2007				1-5A

Reading Lesson

Lesson Title:
Effort



Quick note to teacher:
Write definition of effort on the board and discuss what it means to demonstrate effort.

SEA LION Time

Southwest Excels at Literacy in our Neighborhood

Prepared by Jill Micolupo

Materials:

Handout 1-5A.
Pencil or pen
Yellow Character Education folder

About this reading skill:

This is part of character education
When people work hard and achieve goals in their lives, they find many rewards.

Notes for the Teacher regarding this lesson (Include questions if needed):

1. Have students use these synonyms: diligent, industrious, thorough, and capable (you can have a couple of students look them up in the dictionary) as they give examples of showing effort.
2. Have students give examples of words that mean the opposite of effort: lazy, idle, couch potato.
3. After a brief discussion students will read two situations that display effort.
4. Let student know that when one achieves something it feels good.
5. Have students place all work in their yellow folder.

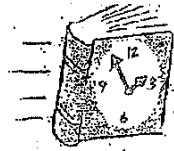
Directions for the student:

1. After discussing the meaning of effort, you will give examples from your lives or events that show effort or hard work to achieve something.
2. Use the synonyms on the board in place of effort as you are giving your example.
3. Give examples of words that mean the opposite of effort and give examples.
4. Read two situations that display effort, hard work.
5. Discuss your reaction to how effort in both of these situations accomplished a goal?

Possible Follow up Discussion/Wrap up or Review:

Post quotes around your room. "The secret of joy in work is contained in one word-excellence. To know how to do something well is to enjoy it." Pearl Buck, Novelist

Hard Workers through Time



Hard work has produced many great buildings in our world, for example:

- The Empire State Building was started in 1930. Designed as the tallest building ever built to that date, it was constructed in only 14 months. The construction schedule was so aggressive that 4 1/2 stories were completed every week. Seven million work hours were put in on the project by 3,400 workers working every day, including Sundays and holidays. The building was completed for half of its budgeted cost. It remains an impressive and beautiful building and a tribute to the hard work that made it possible.

Being Hard Working in Life

Consider this situation:

Lanie and her sister Cherie were supposed to help their grandmother clean out the basement. They were going to take old things to the dump because they were moving in a month. Saturday morning, they went downstairs carrying some boxes to pack things in. They also took some garbage bags to throw away things they didn't need.

Lanie, Cherie, and their grandmother worked for about an hour, and then the phone rang. It was their friend Michelle asking if the two girls wanted to go to the mall. Cherie pleaded with her grandmother to let her go. Her grandmother looked at all the work left to do but reluctantly said okay.

Lanie didn't follow. "Aren't you going to the mall, too?" her grandmother asked.

"No," said Lanie. "I'd rather finish the work." She worked with her grandmother for four more hours. They laughed when they came across old stuff from Lanie's childhood. When they stopped, most of the basement was clean. She was tired, but she was glad she'd stayed. She had accomplished something. It made her happy.



Lesson and Materials Evaluation

Please respond to the following items so the Literacy Council members can revise and edit lessons. Circle from 1 to 5, with 5 being the highest/best. Thank you.

Title of Lesson: _____ **Date:** _____

1.	Did the lesson plan provide you with the necessary knowledge?	1	2	3	4	5	<i>Comments are welcomed</i>
2.	Were the materials adequate for the lesson to proceed?	1	2	3	4	5	
3.	In your best professional opinion, was the lesson at the correct learning level of your students?	1	2	3	4	5	
4.	How was the timing of the lesson?	1	2	3	4	5	
5.	Were all or most of the students engaged in reading and responding?	1	2	3	4	5	
6.	Overall, did the lesson accomplish its goal of providing specific skill practice in reading?	1	2	3	4	5	

Please return this to Ann Northcutt's box.